

LATIN NOTES

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Address communications to Frances E. Sabin, Director of the Bureau

Vol. III

October, 1925

No. 1

ILLUSTRATIVE MATERIAL FROM GERMANY WHICH IS NOW AVAILABLE FOR PURCHASE IN AMERICA

The *Service Bureau for Classical Teachers* has made an arrangement with A. Bruderhausen, 1309 Webster Avenue, New York City, to import and sell at his office items listed below. Samples of many of these will be kept on hand in the *Service Bureau* for examination by visiting teachers.

- I. CYBULSKI. Seven charts illustrating Greek and Roman antiquities; about 35x27 inches; price \$2.25 each
 1. Greek coins
 2. Roman coins
 3. Roman camp at the time of the Republic and the Empire
 4. The war machines of the Greeks and Romans
 5. Greek house
 - 6-7. Costumes of the ancient Romans (6-7 are only sold together)
- II. CYBULSKI. Plan of the city of Athens (double picture); Price \$6.00
- III. CYBULSKI. Illustrations of Roman antiquities; small edition with 21 single and 3 double pictures (loose). Price for the complete series, \$1.75
- IV. CYBULSKI. As above but bound in stiff pasteboard covers, with German text. Complete series, \$1.50
- V. GALL AND REBHANN. Thirty-three classical wall pictures, 26x34 inches. Complete series, \$10.00. (Not sold separately.)
 1. Forms of Greek Temples I
 2. Forms of Greek Temples II
 3. Forms of Greek Temples III
 4. Forms of Roman Temples
 5. Styles of architecture; I, The Doric style
 6. Styles of architecture; II, The Ionic style
 7. Styles of architecture; III, The Corinthian style
 8. The dress of the Romans
 9. Greek education
 10. Greek head-dress
 11. The teaching of gymnastics
 12. The dress of the Greeks II
 13. Tombstone of a centurion
 14. The dress of the Greeks I
 15. Ancient form of vessels I
 16. Ancient form of vessels II
 17. Ancient form of vessels III
 18. Greek vase painting I
 19. Greek vase painting II
 20. Greek weapons
 21. Roman weapons
 22. The murder of Aegisthus
 23. A scene from a comedy
 24. The mad Heracles
 25. A scene of sacrifice
 26. Roman household furniture

27. The fortress of Tiryns
28. The Acropolis of Athens
29. The Roman house I
30. The Roman house II
31. Villas and baths of the Romans
32. The Greek theatre
33. Greek worship of the dead

VI. GURLITT. Seven wall pictures illustrating Caesar's Gallic war; about 39x24 inches; price for the complete set, \$14.75

1. Roman camp (colored)
2. Alesia (colored)
3. Caesar's parley with Ariovistus (black and white)
4. Vercingetorix and the Gallic nobles (black and white)
5. Caesar's landing in Britain (black and white)
6. Caesar's attack on Avaricum (colored)
7. Legionary soldiers (colored)

VII. HOFFMAN. Reconstructed view of Athens from the gardens of Aphrodite; about 27x36 inches; price \$3.25

VIII. HOFFMAN. Reconstruction of the Acropolis as seen from the west with a view of the Areopagus; about 27x36 inches; price \$3.25

IX. HOFFMAN AND SCHMIDT. Fifteen colored wall pictures of ancient history; 22½x32½ inches; price, \$1.35 each

1. Cincinnatus at his plough
2. Coriolanus
3. Chariot race in Circus Maximus
4. Mucius Scaevola
5. The Gauls in Rome
6. Marcus Aurelius leaving Vindobona
7. Sea-fight at Salamis
8. Street life in ancient Rome
9. Socrates in prison
10. Destruction of Pompeii
11. The oracle at Delphi
12. Alexander and Darius at the battle of Issus
13. Nero watching the burning of Rome
14. A Greek gymnasium
15. Cicero's speech against Catiline in the senate

X. LANGL. Thirteen historical wall pictures; about 30x23 inches; price, \$1.30 each

1. Acropolis of Athens from the north
2. Acropolis of Athens from the south
3. Triumphal arch of Constantine
4. Via Appia
5. Colosseum
6. Pantheon
7. Mausoleum of Hadrian
8. Pompeii
9. Theatre at Taormina
10. St. Paul before the walls of Rome
- 11-12. The Roman Forum (11-12 are only sold together)
13. The baths of Caracalla in Rome

- XI. LEHMANN. Four wall pictures of ancient life; about 35x26 inches; price, \$1.50 each
1. Acropolis reconstructed
 2. The Roman Forum reconstructed
 3. Inner view of a Roman house
 4. Roman soldiers
- XII. LOHMEYER. Three historical wall pictures; about 39x29 inches; price, \$1.65 each
1. Roman camp, with the Emperor Trajan addressing the troops before the battle
 - 2-3. Caesar's triumphal entry in 46 B. C. (2-3 are only sold together)
- XIII. LUCHS. Two wall pictures; about 36x27 inches; price, \$1.00 each
1. Parthenon
 2. Triumphal Arch of Titus
- XIV. LUCKENBACH. Art and History in Ancient Times; a pictorial atlas; text in German; boards; price, \$1.20
- XV. OLDENBOURG. Wall picture of the Roman Forum; price, \$2.50
- XVI. SCHNEIDER. Das alte Rom; a volume containing plans, etc.; price, \$6.50
- XVII. SEEMANN. Picture of the bust of Caesar (Naples); 31x24 inches; price, \$2.00
- XVIII. SEEMANN. Thirty-five wall pictures (black and white); about 31x24 inches; price \$2.00 each
1. Temple of Neptune (Paestum)
 2. Roman Forum
 3. Corinthian capital
 4. Bust of Homer (Naples)
 5. Hermes of Praxiteles (reconstruction)
 6. Minerva (Guistiniani) (Vatican)
 7. Group from the frieze of the Parthenon
 8. The Pantheon
 9. Statue of Sophocles (Lateran, Rome)
 10. Preller: Odysseus and the oxen of Helios
 11. Corner of the Parthenon (after a model by Professor G. Niemann)
 12. Constantine's Arch of Triumph in Rome
 13. Marcus Aurelius, equestrian statue on the Capitol, Rome
 14. The Colosseum
 15. Ionian order of architecture from the Mausoleum at Halikarnassos
 16. Interior of Parthenon
 17. Demosthenes
 18. Tomb of Roman man and wife
 19. Niobe (Florence)
 20. Wrestlers
 21. Alexander and Diogenes (relief by Puget)
 22. Pugilist resting (Rome)
 23. Dying Gallic warrior (after a marble copy) (Capitol) Rome
 24. Alexander the Great and Darius (Pompeii)
 25. Athlete with curry-comb
 26. Laocoön group
 27. Bust of Zeus (Otricoli)
 28. Statue of Augustus (from Prima Porta)
 29. Hera (Ludovisi)
 30. Apollo Belvedere
 31. Hermes resting (Bronze, Naples)
 32. Venus of Melos
 33. Roman aqueduct, Pont du Gard
 34. Peristyle in the house of the Vettii (Pompeii)
 35. The street of tombs (Pompeii)

- XIX. JOHN LIETZMANN, EDITOR. Five quarto volumes containing facsimiles and interesting illustrations. Bound volumes containing many plates; price, about \$2.50 for each volume.
1. Examples of Greek codices from the Vatican, with 50 plates
 2. Greek papyri (Berlin), with 50 plates
 3. Latin inscriptions, with 50 plates
 4. Antique portraits, with 41 text illustrations and 62 plates
 5. Greek inscriptions, with 50 plates
- XX. WOLTZE. The Roman camp at Saalburg. Six plates in colors; about 24x33 inches; price for complete set, \$6.00
- 1-2. Castellum
 3. Porta decumana
 4. Roman ramparts
 5. Various details
 6. Mithraeum
- XXI. BUEHLMANN-WAGNER. Das alte Rom; a panorama; price, \$2.25

KEEPING THE EXPLANATIONS OF SUBJECT MATTER WITHIN THE RANGE OF THE PUPIL

This title seems to convey a platitude. Surely all teachers recognize the necessity for making themselves understood in their interpretation of the subject matter. Probably this is true, but it has been the experience of the writer that the instructor's failure to see that he is not within the range of the pupil and a subsequent lack of real effort in learning how to speak in terms that are intelligible, are responsible for many evils in the class room. As a matter of fact, the teacher just out of college has not learned that the formal language of the grammar is out of place with the audience that now faces him. For example, he speaks fluently of the verb "to be" only to find that there are pupils who do not recognize "I am" as belonging to that verb; he passes over the active and passive voice without explanation and wonders why there are mistakes in translations; he speaks of the main and subordinate clause as a well understood subject with no idea that the terms are only partially intelligible. In other words, he does not realize how little the pupils know about matters which to him are commonplace. The first years are revelations in this respect, and, if the instructor is possessed of any pedagogical sense, he will constantly be trying to express himself in simpler terms. Especially in the first year will he search for the concrete illustration and test his success by various means, learning little by little just what the difficulties are that keep pupils from understanding what he has said.

LATIN ROOT WORDS AND ENGLISH SPELLING

In the Iowa Service Bulletin for May 2, 1925, Miss Lillian Lawler states that the following root words have been found to be of the highest value in the teaching of English spelling through the study of Latin:

ago, annus, augeo, bonus, cado, caedo, candeo, capio, caput, cedo, cerno, cieo, circus, claudio, cor, credo, creo, cura, curro, do, duco, emo, eo, ex, facio, faveo, fero, fides, finis, firmus, for, forma, fortis, fundo(ere), genus, gero, gradior, gratus, habeo, honor, intro, invito, ius, lego(ere), lex, liber(free), ligo, linum, littera, magnus, maneo, manus, materia, medius, memor, merx, mitto, modus, moneo, moveo, munus, nosco, ops, opus, ordo, panis, pareo, paro, pars, parvus, pendeo, pendo, per, placeo, planus, pleo, plico, pono, porto, possum, prae, premo, pretium, proba, publicus, quaero, quattuor, quies, quot, rego, rota, satis, scio, scribo, sedeo, sequor, servo, servus, sidus, signum, specio, (re)spondeo, sto, stringo, struo, studeo, sum, templum, tendo, teneo, titulus, traho, utor, vaco, valeo, varius, venio, verito, video.

Gift
Miss Bertine Creek
11-1-1932

QUESTIONS DESIGNED TO TEST THE PUPIL'S KNOWLEDGE OF GENERAL LANGUAGE

The following Test is one of a series prepared by Mason D. Gray of Rochester, N. Y., for the purpose of determining in how far pupils have grasped important facts in connection with the study of language in general. Inasmuch as "An elementary knowledge of the simpler general principles of language structure" is mentioned in the Latin Investigation Report as one of the valid ultimate objectives of the study of Latin, all such studies as these upon which Mr. Gray is engaged will prove of the greatest value to the professionally-minded teacher of Latin.

SERIES III

Test I

To the teacher: Read the directions aloud with the pupils.

To the pupils: Read the sample sentence below.

Sample: *All languages have the same*

vocabulary	grammatical	methods of
	ideas	expressing ideas

Now try to decide which one of these words or phrases completes the sentence so as to make a correct statement. Draw a circle around that word or phrase.

To the teacher: Allow about 30 seconds for this.

To the pupils: You have drawn a circle around **grammatical ideas**, since this is the only one of the three phrases which completes the sentence so as to make a correct statement.

In the test below you will find ten sentences similar to the sample sentence just given. You are to put a circle around that phrase after each sentence which completes the sentence so as to make a correct statement. Do you all understand what you are to do? Ready! Begin!

1. *The original native element of the English language is*
Latin French Anglo-Saxon Greek
2. *The most important addition to the original English vocabulary came from*
German Greek Latin Anglo-Saxon
3. *The second most important addition to the original vocabulary of English came from*
German Greek Latin Anglo-Saxon
4. *French is mainly derived from*
Anglo-Saxon German Latin Greek
5. *The similarity between English **mater** and Latin **mater** is accounted for by the fact that*

Latin mater is derived from English mater - nal .	Latin mater and English maternal are both derived from a more remote language which was the common parent of both.	English maternal is derived from Latin mat-er .
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6. *The similarity between Latin **mater** and English **mother** is accounted for by the fact that*

Latin mater is derived from English mother .	Latin mater and English mother are both derived from a more remote language which was the parent of both.	English mother is derived from Latin mater .
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7. *The original parent language of Anglo-Saxon and Latin was*
Greek Sanskrit the Indo-European Chinese

8. *The fact that possession is expressed in both Latin and English by the genitive or possessive case is accounted for by the fact that*

English is derived from Latin	Latin is derived from English.	English and Latin are both derived from a more remote language which was the common parent of both.
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9. *The fact that **-m** is the sign of the accusative case in Latin and in the English words **him** and **whom** is accounted for by the fact that*

English is derived from Latin.	Latin is derived from English	English and Latin are both derived from a more remote language which was the common parent of both.
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10. *Borrowing by English from Latin accounts for similarity in*
vocabulary syntax inflections

MATERIAL AVAILABLE FOR DISTRIBUTION

The numbering is continued from the issue for April, 1925. This material is lent to teachers upon payment of postage or is sold for five cents per item (plus postage) unless otherwise indicated.

124. An exhaustive bibliography of the Dalton Plan
125. An exhaustive bibliography of the Winnetka Plan
126. Brief bibliographies for students in courses for the training of Latin teachers
127. Some suggestions for making drill on forms interesting as well as thorough
128. A list of terms derived from Latin which are used in the study of civics
129. Directions for a classical club program entitled "Living Statues," by Lillian Lawler, University of Iowa. 10 cents
130. Roman Water Carriers: a simple dance for four girls, by Lillian Lawler, University of Iowa. Copyrighted. Presented to the *Service Bureau* by the author. 20 cents
131. Latin words which appear in English with their Latin plurals unchanged. Prepared by R. T. Wyckoff, Bloomington, Ind.
132. Caesar's Rules of Strategy. Quoted from pages XIVII-XIVIII in Rolfe and Dennison's Latin Reader; published by Allyn and Bacon
133. Suggestions for teaching Roman Life in connection with First Year Latin, by Mary Helen Alden, Struthers, Ohio. Prepared for the Ohio Latin Service Committee
134. Devices and incentives in First Year Latin, by Mary Helen Alden, Struthers, Ohio. Prepared for the Ohio Latin Service Committee
135. Aims in First Year Latin, by Harry Fletcher Scott, Ohio University, Athens, Ohio. Prepared for the Ohio Latin Service Committee
136. Some experiments in teaching Vergil, by Clara F. Milligan, North High School, Columbus, Ohio. Prepared for the Ohio Latin Service Committee.
137. English spelling and high school Latin. University of Iowa Service Bulletin No. 18. Not for sale; may be borrowed.
138. Pupil's weekly report card for recording English words derived from Latin. Price for 100 or more, one-half cent each. Sample card free of charge
139. Bibliography for Roman Life taken from McDaniel's Roman Private Life and Its Survivals (Marshall Jones, Publisher)

A list of items from 1 to 123 as well as the titles of the ten LATIN NOTES SUPPLEMENTS which are now in printed form may be secured by writing to the *Bureau*. Number X deals with Equipment and will be particularly helpful at the beginning of the year. The price of SUPPLEMENTS ranges from 10 to 25 cents

One formal BULLETIN is at hand, "Latin in the Junior High School." "A classified list of photographs and prints useful to the teacher of Greek and Latin" will be ready shortly. The former sells for 35 cents.

ROMAN LIFE BOOKLETS

Miss Helen Tanzer, Associate Professor of Latin at Hunter College has prepared for the *Service Bureau* a booklet entitled THE ROMAN HOUSE. This contains a simple treatment of some of the important features of a Roman house and is amply illustrated. It is designed to be put into the hands of pupils in the eighth and ninth grades with a view to assisting the teacher in her effort to attain to some extent in the first year one of the ultimate objectives of the study of Latin—namely, an acquaintance with the more important features of Roman life. This Booklet will be followed by one prepared by Dr. Lillian Wilson.

HINTS FOR THE YOUNG LATIN TEACHER

Starting Right

The experienced teacher knows that certain mistakes at the beginning of the year will handicap him to the end no matter how great an effort he may make to retrieve them. For the benefit of the young teacher who has not had an opportunity to find this out by experience, the following suggestions are offered:

1. Know what ground you are planning to cover for the year instead of working in a haphazard way and thus finding as the year nears its end that because of a lack of intelligent planning you are forced to leave much undone.

2. Help the pupil to arrange his study periods so that it may be possible for him to prepare his Latin lesson. Average boys and girls really want to succeed and are willing to do a reasonable amount of work. But, as a rule, they need assistance in managing their time.

3. Do not expect too much at the beginning. It is hard for the teacher to realize the difficulties involved in what seems to him easy work. But, on the other hand, insist from the first upon a response in the way of effort so that the pupil may not feel that he can come to your class with no preparation, relying upon you to do the work for him during the recitation.

4. Make your work thorough at the beginning even though you may be forced to hurry over some parts of it at the end of the year. You can hope for no success with a weak foundation. The young teacher almost invariably thinks that the pupil has grasped more than he really has. Because he can recite a rule does not always mean that he knows how to use it. A weekly written review of the important points covered is suggested as a way of allowing both teacher and pupil to check up results.

5. Insist upon good order from the first day. However, there can be no more unfortunate mistake upon the part of the teacher than to discuss this point with pupils. Assume rather that there is no question of anything but a proper standard of conduct, and that a discussion of the matter is entirely unnecessary. But, at the same time, do not allow habits of disorder to begin as is quite likely to be the case with the inexperienced teacher who does not realize the fatal consequences of too large a degree of tolerance at the beginning of the year. It is far easier to lower your standard than to raise it. In general, however, no one can tell another person how to manage the question of order and discipline. The decisive facts are always personality and experience. The wise teacher knows that it rarely pays to preach or to scold (although Olympian wrath is a very salutary thing on occasions) and that keeping a class busy at worth-while work is the sovereign remedy for disorder.

6. Do not try to do everything at once in the way of "making Latin interesting." Remember that there is a long road ahead.

A DEVICE FOR TEACHING SCANSION

In a little pamphlet on the teaching of Vergil the late Professor H. W. Johnston of Indiana University once described a device for teaching scansion which may be of interest to those who are not familiar with it.

After the class has had some practice in marking syllables and indicating the proper division into feet, a line is put on the blackboard with one or two words transposed in such a way as to destroy the rhythm. The members of the class are told to see whether they can scan the line. In a moment or two, when it becomes apparent that scansion is not possible, the teacher explains the cause of the difficulty and gives the line in the correct order. Then two or three other lines with transposed words are put on the board for pupils to copy and to rearrange for the next day. It

must, of course, be remembered that more than one metrical arrangement of the words given is sometimes possible, and hence the teacher must be on the lookout for the submission of a version which differs from the text but yet is metrically correct. Pupils who have had some drill with this scheme usually develop a more exact understanding of the structure of the hexameter than can be secured in any other way.

—Contributed

IMPORTANT NOTICE

Subscriptions to *LATIN NOTES* for 1924-1925 expired with the May issue. If you have not renewed yours, the *Bureau* assumes that you wish it discontinued. The expense of keeping in order the stencils which are used for addressing envelopes is much less when the names are at hand at the beginning of the year. Those who wish to receive copies of the *NOTES* for the year 1925-1926 can greatly help the *Bureau* by sending in their subscriptions at once.

AN INTERESTING POINT

Nearly every day at the beginning of the Caesar recitation we have a little discussion of "current events" of the Gallic war. We state exactly where the Romans are, why they are there, the advantages and disadvantages of their position, etc. If there are discussions found in the text, we put the speeches in our own language. This is particularly for review of previous chapters but the lesson of the day is usually discussed in this way before the books are opened.

Some pupils who can not make very good translations can do very well in this work. A problem in my mind is how much credit to allow them for this ability.

Blanche Ridley.

A NEW BOOK

Helen, by Edward L. White; Dutton & Co.; \$2.50.

LITTLE STUDIES IN GREEK FOR THE LATIN TEACHER

The series of leaflets which the *Service Bureau for Classical Teachers* is about to publish under the title at the head of this paragraph is designed to acquaint the Latin teacher who has never had an opportunity to study Greek with some of the important features of the language and to introduce him to Greek literature and art.

The lessons will be prepared and edited by members of the classical faculty of Hunter College, New York City. They will not be difficult. In fact, they will fall within the range of the more able high school senior so that they may serve not only to give the teacher some foundation in Greek but to interest students as well.

The leaflets will cost ten cents and will be issued not oftener than twice each month. No correspondence will be necessary in connection with them and no effort will be made to check up on the teacher's use of the material. After the first issue they will be sent only to teachers who express a desire to receive them for the year. Those who wish to enroll are requested to fill in the blank which follows.

I wish to have *Little Studies in Greek for the Latin Teacher* sent to me as they appear and I agree to pay ten cents for each issue.

Name _____
Address _____
Date _____